

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

Family Systems

Practical Problem

What should be done about the impact of family systems?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia

Family, Career and Community Leaders of America, Inc. *Dynamic Leadership*. Reston, VA: 1999.

Background Information for this Lesson

Career and Family Leadership, Content Module, 3

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

D.2 Analyze the impact of family systems (Analysis)

Missouri Show-Me Goals/Standards Addressed

1.6 Discover and evaluate patterns and relationships in information, ideas, and structures

National Family and Consumer Sciences Standards Addressed

6.1.5 Examine the roles of family in developing independence, interdependence, and commitment of family members

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. Define family systems. (Knowledge)
2. List and compare actions of the three family systems. (Comprehension)
3. Compare and contrast the interconnectedness of the family systems.

Instructional Strategies

1. Define family systems. (Knowledge)
Ask students to read the fact sheet, "Family Systems of Action" p. 123, (*Career and Family Leadership*). Discuss this reading as a class. Each student will communicate one thought about Family Systems from the reading. (Communication)

Write a definition of family systems on the think pad. (Communication)

Questions for Discussion/Formative Assessment

1. *What are the family systems of action?*
2. *How did discussion on the reading help you write a definition of family systems?*
3. *How similar/different were the definitions?*

2. List and categorize actions of the three family systems. (Comprehension)

In small groups draw a Venn diagram with three overlapping circles. Label the circles with the three family systems. List work tasks in each appropriate section. Share and compare answers using round table with different color markers. (Problem solving, communication)

Questions for Discussion/Formative Assessment

1. *What are some examples of technical, communicative, and emancipation actions?*
2. *How did the Venn diagram help illustrate the actions of the three family systems?*
3. *What work tasks does your family exhibit in each of the three family systems?*

3. Compare and contrast the interconnectedness of the family systems.

Give each student the handout, "Blueprint for a Dynamic Team", p. 64, (*Dynamic Leadership*). As they read, ask the students to change the word "dynamic" to "family". (Title name would now be "Blueprint for a Family Team".)

Give each group of students a sample system that works together. Examples could include: gears, flashlight, mousetrap, electric mixer, electric knife, Spirograph, Lego's, Play Dough Factory, radio, camera, etc. Ask students to compare and contrast how family systems are like the sample system they have been given. (Technology, Critical Thinking, Communication)

Questions for Discussion/Formative Assessment

1. *How did you use critical thinking to help you identify the similarities and differences between family systems and the sample system?*
2. *How is a family team (from the handout "Blueprint for a Dynamic Team") the family systems and the sample system related?*
3. *How did you communicate the differences to others? (show the sample system, name parts, use your fingers)*

Students will view a short segment of the show, "Seventh Heaven" (or other similar family show). Refer back to the Venn diagram completed in Instructional Strategy #2 and as a class summarize the family systems of action discussing interconnectedness. (Communication, Leadership)

Questions for Discussion/Formative Assessment

1. *How does your family fit with the sample system and with the three family systems?*
2. *What leadership skills can you use to make your family system run smoother?*
3. *What conclusions can you draw from watching the video?*

Assessments

Pencil/Paper

1. Write a definition of systems and use this definition to explain the interconnectedness of the family system. (Knowledge, Comprehension)

Classroom Experience:

1. In groups of two or three, develop a Venn diagram with the three components of family systems. List work tasks for each family system. Groups present findings to the class. (Knowledge)
2. Compare and contrast family systems to a sample work system. See Instructional Strategy #3. (Comprehension)

Application to Real Life:

1. Prepare a PowerPoint presentation showing how the three family systems are interconnected in your family. Develop a scoring guide for the class to use to assess your presentation. (Comprehension)